



**PRESENT & FUTURE  
PROFICIENCY: UPDATING THE  
ACRL ASSESSMENT  
PROFICIENCIES TO REFLECT  
CURRENT AND COMING REALITIES**



**LAC 2022**

# WHO WE ARE



Becky Croxton  
UNC Charlotte  
Head of Strategic Analytics  
VAL Member  
2020-2024  
Past Chair: 2021-2022



Megan Oakleaf  
Syracuse University  
Professor  
VAL Member  
2011-2015; 2022-2024



Jung Mi Scoulas  
UIC  
Assistant Professor and  
Assessment Coordinator  
VAL Member: 2020-2023  
Chair: 2022-2023



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# TASK FORCE MEMBERS



01

## Environmental & Literature Review Team

1. Polly Boruff-Jones
2. Je Salvador
3. Keith Nichols

02

## Focus Group Planning Team

1. Becky Croxton
2. Jung MI Scoulas
3. Polly Boruff-Jones
4. Beate Gersch
5. Spencer Brayton

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Project Lead: Becky Croxton

## Writing Team

1. Becky Croxton
2. Jung Mi Scoulas
3. Megan Oakleaf
4. Eric Resnis
5. Jen-Chien Yu
6. Kat Bell
7. Mark Emmons
8. Maurini Strub
9. Nola Walker
10. Starr Hoffman
11. Debra Gilchrist
12. Jackie Belanger

## Review Team

- |                    |                         |
|--------------------|-------------------------|
| 1. Becky Croxton   | 12. Maha Kumaran        |
| 2. Jung Mi Scoulas | 13. Mantra Roy          |
| 3. Beate Gersch    | 14. Meg Grotti          |
| 4. Eric Resnis     | 15. Sojourna Cunningham |
| 5. Brandy Whitlock | 16. Veronica Arellano   |
| 6. Spencer Brayton | Douglas                 |
| 7. Matthew Shaw    | 17. Brian Bourke        |
| 8. Je Salvador     | 18. Joe Levy            |
| 9. Claire Holmes   | 19. Natasha Jankowski   |
| 10. Ione Damasco   | 20. Thomas Nelson Laird |
| 11. Kawanna Bright | 21. Tracy Bartholomew   |

# WORKSHOP OBJECTIVES

Participants will ...

- Actively revise the ACRL Proficiencies for Assessment Librarians and Coordinators through a lens of SJEDI.
- Ensure inclusion of SJEDI content as well as innovative assessment approaches in this important professional document.
- Ideate suggestions for future use and application of the Proficiencies.



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# GROUND RULES

To strive to create an environment safe for open exchange and meaning, we will:

- Keep today's discussion private. Respect your fellow participants' privacy.
- Speak your truth. Try to speak from the "I" position rather than externalizing your perspective to "we" or "you."
- Listen to each other and not talk at each other.
- Acknowledge differences in backgrounds and perspectives and realize that those differences will increase our awareness and understanding of this content.
- Not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
- Be comfortable speaking up. We want to hear from you today ... but know it's okay to say "come back to me" or simply "pass."
- Challenge ideas, not individuals.





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# AGENDA

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## INTRODUCTION

History | Context | Purpose

03

## MAKE YOUR VOICES HEARD

Paper Airplane Messages

02

## ENGAGE!

Start | Stop | Continue  
Plus | Delta

04

## WHAT'S NEXT?

Takeaways | Next Steps | Future Uses





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01

# INTRODUCTION



Go!



# PURPOSE

To identify and address specific needs of diverse populations, it is critical that social justice, equity, diversity, and inclusion (SJEDI) are centered in assessment work.



# HISTORY & CONTEXT



- The Proficiencies for Assessment Librarians and Coordinators provides a common definition of assessment professional responsibilities.
- The document was approved by ACRL in 2017.
- Given all we've learned from the social upheaval of recent years, we wanted to reflect upon whether we were including SJEDI in our practice.
- We realized that this foundational document fell short. We formed a group of library and higher ed experts to center SJEDI in a new version of this guiding document.

# HEATHER'S POSTER



Analysis of professional library standards (including ALA, IFLA, ACRL, SLA, RUSA, and YALSA) to determine to what degree information justice, equity, and community engagement are present.

Several did not include information justice, equity, and community engagement; one of these was the ACRL Proficiencies for Assessment Librarians and Coordinators.

Owen, H.C., Oakleaf, M., & Gray, L. (2021, October). We can do better: Analysis of social justice in library professional standards. Presented at Central New York Library Resources Council Annual Conference, Online.

Owen, H.C., Oakleaf, M., & Gray, L. (2021, September). There's a standard for that: Aligning academic aspirations, professional standards, and ALA accreditation. Presented at ALISE Virtual Annual Conference, Online.



# We Can Do Better: Analysis of Social Justice in Library Professional Standards



Heather C. Owen, MLIS Student, Megan Oakleaf, Associate Professor, LaVerne Gray, Assistant Professor  
Syracuse University, School of Information Studies

## Summary

The Syracuse University library and information science (LIS) program has committed to a new focus on **INformation Justice, Equity, and Community EngagemenT (INJECT)**. Many public, school, academic, and special libraries seek to center diversity, equity, and inclusion and have adjusted their infrastructures or policies. Librarians strive to uphold library professional standards. *How do library professional standards support INJECT topics—including critical librarianship and social justice—and where do they fall short?*

## Methodology

- Collated and sorted 35 different LIS professional standards lists.
- Coded the standards that support INJECT topics
- Determined the number/percentage of INJECT topics within each standards list.

## What Can We Do?

- Most standards may not include INJECT elements, but as librarians we should strive to centralize social justice, equity, and inclusion in our practice.
- By leading by example and being involved in the conversation, standards will change to reflect changes within the field.
- We must remember social justice, equity, and inclusion are paramount in all aspects of librarianship, and we should strive to follow these ideals even when we are not engaging directly with users.
- We should research and be aware of how we can implement social justice, equity, and inclusion in our libraries, and not be dependent on standards to explain how.
- We should evaluate our own libraries and practices to see how we fall short. It is important to undergo cultural humility.

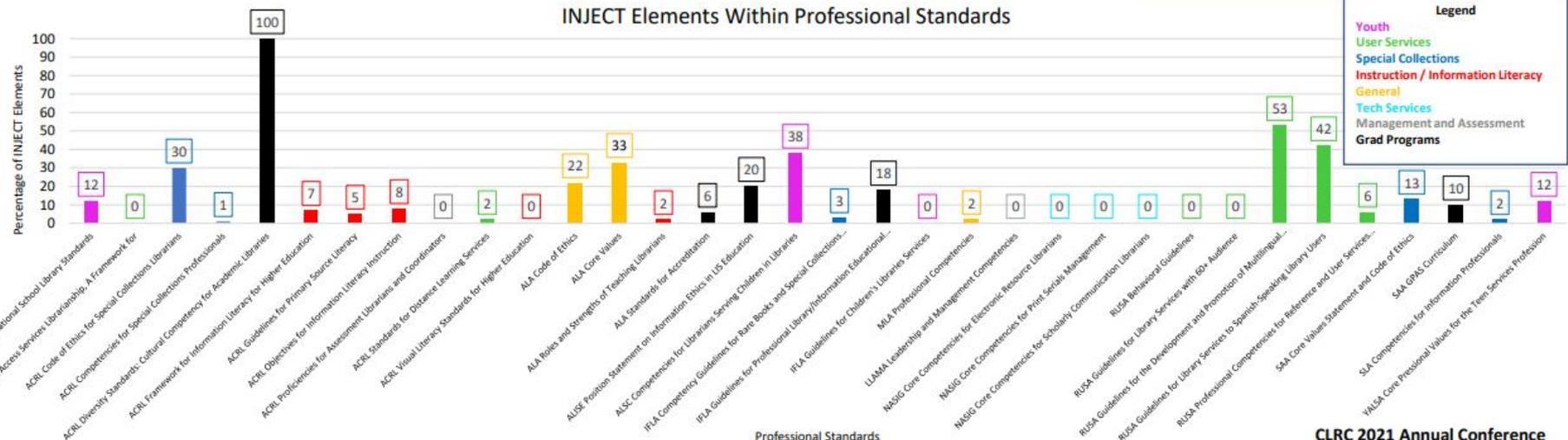
## Key Findings

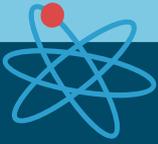
- 10 out of 35 standards had no INJECT elements.
- Only 6 standards lists had 30% or more INJECT elements.
- Standards focused on specific populations are robust in INJECT elements.
- Standards focused on specific skills have fewer INJECT elements.
- Social justice core standards reveal themselves in people-centered activities and communities of service.

## Limitations

- Terms such as diversity are ambiguous.
- Study focused on the number of INJECT standards, not the quality of them.
- The language used in standards reflecting INJECT was not examined.
- Accessibility was not examined.

### INJECT Elements Within Professional Standards





# PROCESS FOR UPDATING THE PROFICIENCIES



01

Environmental & Literature Scan

May - June 2022

Writing / Updating Proficiencies

September - October 2022

Present Draft Proficiencies to Professionals

January - March 2023

Obtain ACRL Board Approval

May 2023

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July - September 2022

Focus Groups & Interviews

October - December 2022

Review & Revise

March - April 2023

Share with ACRL Standards Committee

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**ENGAGE!**



**Go!**





## ROUND 1-SMALL GROUP ACTIVITIES

- Read the current assessment proficiencies
1. Appoint a leader (or two).
  2. Go to the Jamboard for your section of the proficiencies document.
  3. As a group (yes GROUP), go through each element of the existing proficiencies.
  4. Sort each proficiency into “keep” if you think it should be retained, “delete” if you think it should be removed, and “revise” if you think it can be improved.
  5. As time allows, draft improvements to those proficiencies you marked “revise”. Please label revisions with REV.
  6. You may also wish to write entirely new items; please do so and add them to the “new” column.



Group 1	1. Knowledge of Assessment in Libraries and Higher Education
Group 2	2. Ethics 3. Assessment Methods & Strategies
Group 3	4. Research Design 5. Data collection and analysis
Group 4	6. Communication & Reporting 7. Advocacy & Marketing
Group 5	8. Collaboration & Partnerships 9. Leadership
Group 6	10. Management 11. Mentoring, Training, & Coaching





# JAMBOARD PREVIEW



# Small Group Assignments

## Group 1: Knowledge of Assessment in Libraries & Higher Education

1. Brian Aby
2. Arthur Aguilera
3. Patricia Andersen
4. Shelley Arvin
5. Tiffany Atwater
6. Giovanna Badia
7. Kat Bell
8. Robin Bergart
9. Ava Brillat
10. Mark Chaffee
11. Emily Chan
12. Ka Yee Chiu

## Group 2: Ethics *and* Assessment Methods & Strategies

1. Stephanie Church
2. Rachael Clark
3. Kate Coulter
4. Susanna Cowan
5. Pat Culpepper
6. Sarah Dahlen
7. Esther De Leon
8. Jeremy Donald
9. Jason Dupree
10. Hector Escobar
11. Kelly Faulkner
12. Beth German
13. Rebecca Gettys

## Group 3: Research Design *and* Data Collection & Analysis

1. Barbara Ghilardi
2. Marianne Giltrud
3. Kymberly Goodson
4. Jenifer Gundry
5. Chad Haefele
6. Lori Harvey
7. Martha Hood
8. Grace YoungJoo Jeon
9. Cynthia Kane
10. Katia Karadjova
11. Sheeji Kathuria

## Group 4: Communication & Reporting *and* Advocacy & Marketing

1. Kelly Kornkven
2. Nicole Lawson
3. Sage Love
4. Michael Luther
5. Niamh McGuigan
6. Amy McLay Paterson
7. Gina Midlik
8. Dennis Miles
9. Valrie Minson
10. Allee Monheim
11. Jordan Moore
12. Perri Moreno

## Group 5: Collaboration & Partnerships *and* Leadership

1. Marina Oliver
2. Megan Palmer
3. Sheri Parker
4. Anna Ponomarenko
5. Amanda Rizki
6. Heba Sayed
7. Andrea Schuba
8. Jennifer Schwartz
9. Sharon Shafer
10. Adrian Shapiro
11. Katie Spires
12. Jasmine Spitler

## Group 6: Management *and* Mentoring, Training, & Coaching

1. Jennifer Stubbs
2. Simona Tabacaru
3. Megan Thomas
4. Amy Trost
5. Colleen Turkal
6. Greg Ullman
7. Elizabeth Ventura
8. Duane Wilson
9. Frankie Wilson
10. Margaret Winward
11. Suzanna Yaukey
12. Holt Zaugg



# JAMBOARD

<https://go.charlotte.edu/jamboard>





## ROUND 2: SMALL GROUP ACTIVITIES

1. Appoint a leader (or two). You may keep the same leaders as in the previous round if you wish.
2. Independently review the draft proficiencies for your assigned section. (5 min)
  - a. Group Document: <https://go.charlotte.edu/proposed>
3. Together as a group: (10 min)
  - a. PLUS: Highlight elements of the draft proficiencies you hope will remain
  - b. DELTA: Read each item and use "suggesting" or "commenting" to recommend changes. Your revisions and additions from Round 1 may help!



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# MAKE YOUR VOICES HEARD



**Go!**



# PAPER AIRPLANE MESSAGES

What advice, suggestions, exhortations, or questions would you like to share with the Assessment Proficiencies Writing Team?





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# WHAT'S NEXT?



**Go!**

## ACRL'S NEXT STEPS

- Share revised Proficiencies with the broader academic library community for feedback. Watch for updates!
- Finalize new Proficiencies.
- Introduce / disseminate to the profession.
- Create professional development to help others gain necessary skills.



# USING THE new PROFICIENCIES

- Communicate to others “what you do.”
- Assess performance and guide evaluation.
- Set goals for coming tasks; review “standard operating procedures” for projects.
- Identify areas for professional development.
- Compose job descriptions.
- Influence assessment curriculum for new professionals.





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**LAC 2022**

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# THANKS!



Do you have any questions?  
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**UPLOAD!**



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